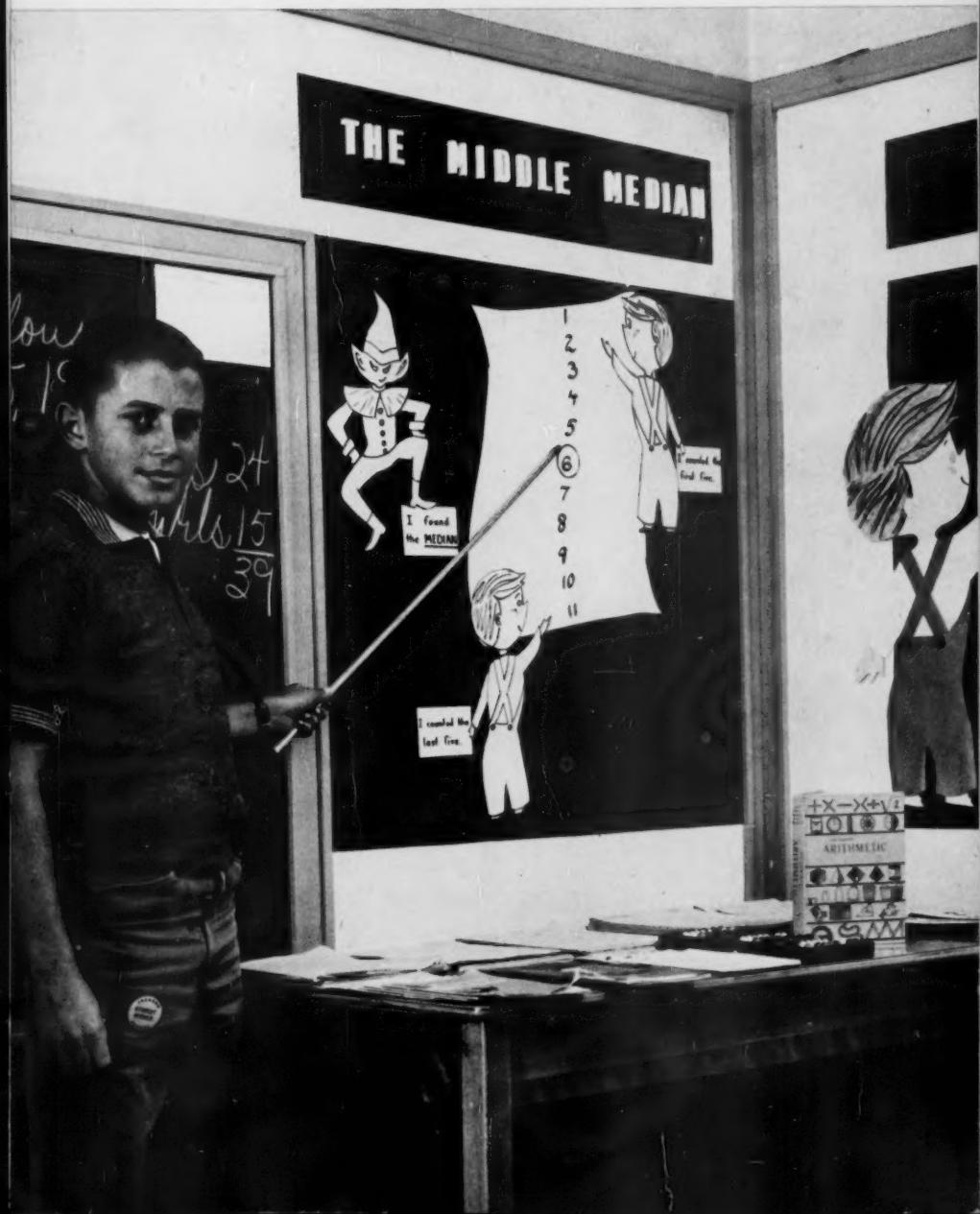


CALIFORNIA SCHOOLS

JANUARY, 1962



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ROY E. SIMPSON
Superintendent of Public Instruction

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THE COVER ILLUSTRATION shows a pupil at the Jackson Elementary School, San Diego Unified School District, presenting elementary statistics. The special materials and equipment for use in this county-wide mathematics program were acquired with the aid of National Defense Education Act funds.

SPECIAL REPORT TO THE STATE BOARD OF EDUCATION

Presented at a Board Meeting, November 30, 1961,
Monterey Peninsula College, by

ROY E. SIMPSON, *Superintendent of Public Instruction*

A Los Angeles newspaper, the *Los Angeles Herald-Express*, earlier this month published a series called "Your Schools! Your Children!" allegedly exposing how the Communist conspiracy is exploiting California's school system. The newspaper promised to show that the greatest peril today in the schools is not the actual teaching of communism, but the complete de-emphasis of our American standards.

I believe this type of series is the best ally of communism, for it focuses unwarranted suspicion on our schools and the students in them. Communism thrives on confusion and distrust.

The articles were written without regard for logic; the author's conclusions were intertwined with quotations that seldom, if ever, had any bearing on the opinions expressed. And there were outright falsifications.

In the first installment, titled "Expose Tactics Used by Reds to Smear U. S. Schools!", appears a pattern that is commonly employed throughout the series to make unsubstantiated statements appear to be based on fact. For example, the following statement apparently is an expression of the author's opinion:

On any given day during the scholastic year, the school-age sons and daughters of California are slowly being molded into a faceless group of young nonentities who, in time, can be dangled like little puppets on the string of communism.

They are being molded into a collective force to eventually tip the scales in communism's relentless struggle to dominate the world. As J. Edgar Hoover noted in his report, "Communist Target—Youth":

"It has long been a basic tenet of Communist strategy to control for its own evil purposes, the explosive force which youth represents."

This quotation merely points out a Communist practice. It does not substantiate the writer's statements.

A number of the statements made in the installment titled "California Educational System Provides Easy Red Target", are misleading; several are incorrect. The incorrect statements which are quoted, and the facts regarding each of them merit particular attention.

While most citizens of Los Angeles and the immediate area believe they have "broad and extensive direction of their community schools," the fact is that almost total power has been vested in the State Department of Education and its head, the State Superintendent of Schools.

Responsibility for California public schools is shared by the state and school districts. The governing board of the district is charged by law with assuming the district's share of this responsibility. The governing board of the district is elected by the voters of the district. The people, therefore, have the power to select their representatives. The responsibilities of the governing board include the following:

Governing boards of school districts have responsibility for both the educational and the fiscal policies of their respective districts. They also have responsibility for employing all school personnel, both certificated and noncertificated. In carrying out these responsibilities, the boards must make certain that the educational programs meet all legal requirements and that state-adopted textbooks are used by the elementary schools in their respective districts. Except in those districts in which state-adopted elementary textbooks are used in the seventh and eighth grades of junior high schools, the governing boards must adopt textbooks for use in all grades of the junior, senior, and four-year high schools that are offered by publishers who have filed the required bonds with the State Board of Education.

The state board and superintendent have exclusive control over what textbooks local school boards must use, control over what criteria is established for the hiring of teachers and administrators, and control over curriculum.

Neither the State Board of Education nor the Superintendent of Public Instruction has any power to recommend what textbooks will be used in California's public secondary schools. However, prior to the 1961-62 school year, all publishers who wished to sell basic textbooks to any school district for use in either a junior, senior, or four-year high school were required to present their books to the State Department of Education for listing. Any basic textbooks could be listed provided that the publisher posted a small bond to assure the sale of the books at the price he had specified and that he maintained at least two outlets in California from which the books might be purchased. The books in the state list were not evaluated by the State Department of Education, nor were they approved for use in the schools by the Department. The list was maintained according to law to guarantee a price only. This list contained practically every modern high school textbook, and each school district was free to select from the list any book it wished to adopt for use in the high schools it maintained.

Legislation passed in 1961 eliminated the requirement for the State Department of Education to maintain the list. Each publisher who wishes to sell books to the schools must, however, post a bond with the state as a guarantee that the charges for the textbooks sold to California schools are no greater than those made in any of the other states, and that the books will be available in California for distribution as needed.

The policies regarding the adoption of textbooks for use in junior, senior, and four-year high schools have been, and continue to be, formulated by the governing board of each school district. The only legal provision that must be met is one pertaining to the period of years for which a book must be adopted.

Textbooks for use in California elementary schools are provided by the state without charge to the districts maintaining the schools. However, it should be noted that although the school districts are required to use the basic textbooks provided by the state, the districts are free to purchase such books as they wish to use in conjunction with the basic textbooks.

The State Curriculum Commission has responsibility (1) for evaluating elementary school textbooks that are presented for state adoption; and (2) for recommending to the State Board of Education the books that the Commission deems most suitable for use in the public elementary schools. It also recommends to the Board the adoption of minimum standards for courses of study in the kindergarten, elementary, and secondary schools.

The State Board of Education has responsibility for adopting the books that are to be used by the public schools of the state. It is not obligated to accept the recommendations of the Curriculum Commission, although it has in the past generally accepted the recommendations. The reason for this acceptance is that the Commission's recommendations have been based upon the results of intensive studies made on a statewide basis with many teachers, supervisors, school administrators, and in numerous instances, other citizens participating.

Prior to the 1961-62 school year, the members of the State Curriculum Commission were appointed by the Superintendent of Public Instruction, with the approval of the State Board of Education. However, in making the appointments to the Commission, which is composed of the Superintendent of Public Instruction and ten other members, the Superintendent under the law has been required to include in his appointments at least one county superintendent of schools, one city superintendent of schools, one person employed in a junior college in a position requiring certification qualifications, one high school principal, one elementary school principal, one college teacher of education, and one classroom teacher.

As of September 15, 1961, authority for appointing the members of the State Curriculum Commission other than the Superintendent of Public Instruction was given to the State Board of Education, and the Board was given liberty to select any persons it desired, provided that they are engaged in work in the field of education. And as of the same date, it became mandatory for the State Curriculum Commission to have all its meetings open to the public. It is possible, therefore, for any interested person to become fully informed regarding the basis for the Commiss-

sion's recommendations to the State Board of Education, whether the recommendations pertain to the adoption of books for use in the elementary schools or to problems of courses of study.

The state sets only one standard that school districts must meet in employing teachers, supervisors, administrators, or other certificated personnel that might not fall into one of these categories. The person employed must meet the certification requirements of the position for which he is employed. In each instance the certification requirements are such as to ensure that the holder (1) has met the educational and health requirements for the job; and (2) has signed the required Oath of Allegiance. The governing board is free to select for a position any person who holds the appropriate credential for the position. The State Department of Education neither recommends nor suggests individuals for professional positions in the public schools.

Qualifications other than those represented by a credential should be considered in employing a person for any professional position in the public schools of California. These qualifications must be determined by the governing boards of the school districts. The school district, therefore, has full responsibility for the selection of both the certificated and the noncertificated personnel it employs.

The educational program or curriculum offered by the schools in a district must be designed and adopted by the district; however, the program must meet the legal requirements that have been established by the State Legislature. These legal requirements are standards that have been set to ensure a state-wide system of education that is both well-rounded and sound. They are of such nature that each school district has opportunity to develop the type of educational program that is needed to meet the needs of the area served by the schools.

Many of the department's division heads—those who have the most direct hand in determining educational policy in the public school system—are under Civil Service and beyond the reach of the state superintendent.

The State Department of Education has six divisions: Departmental Administration, Special Schools and Services, Instruction, Public School Administration, Higher Education, and Libraries. The first two named are headed by deputy superintendents of public instruction; the next three by associate superintendents of public instruction. Both deputy superintendents and associate superintendents are appointed by the Superintendent of Public Instruction or by the State Board of Education. The State Librarian is appointed by the Governor.

But regardless of whether an employee of the State Department of Education is appointed by the Superintendent of Public Instruction or holds a position under civil service, the employee is responsible to the Superintendent and may be dismissed if his performance on the job is less than satisfactory. Civil service does not guarantee anyone continued

employment unless the quality and the quantity of his work meet approved standards.

In the article titled "State Board Foists Distorted Books on California Teachers," the following statement was made regarding an American history textbook that was reported as being used in the Los Angeles public high schools:

It is worthy of note that California is only one of four states which practices the "single adoption" system.

It is also worthy of note that the curriculum commissioners are appointed by the state superintendent of public instruction and therefore could very easily come under the influence of a single person.

As an example of the type of texts being adopted by the state, refer to Article Two of this series which showed that the "spirit of patriotism" was being greatly de-emphasized by the elimination of many patriotic songs in the state's music textbooks series.

Another example is the history textbooks for 11th graders, entitled "The Story of America," written by Ralph Volney Harlow and edited by Ruth Elizabeth Miller.

This text of "America's story" is well written, but apparently the author takes a rather blithe view of American history.

I repeat that Curriculum Commission members are appointed by the State Board of Education, not by the State Superintendent, and that the Board does not adopt high school textbooks. Each school district is free to select for each subject the textbooks appraised by the district as being best suited to meet the existing needs.

Certain of the other incorrect statements made in the article follow and each of the statements is accompanied by a correct statement.

In the entire 608 pages, the American Flag appears exactly twice—once in a black-and-white sketch showing the 13 stars of the 13 original states (page 12) and again in red, white and black, hung between two men who are ripping it apart (page 152).

In addition to the two citations given by the writer, the American Flag is shown plainly in photographs and paintings on the following pages: 17, 142, 215, 318, 387, 400, 404, and 495. Thus, the Flag appears not twice, but ten times.

Harlow compounds confusion for the students by dropping Lincoln's Gettysburg Address right in the middle of the Boston Tea Party.

Although it may have been preferable to have the Gettysburg Address appear in the Civil War section of the book, there is a basis for the present position since the first sentence in the Address refers specifically to the Colonial-Revolutionary period.

He gives short shrift to George Washington, with two indistinct pen sketches.

A famous painting appears on page 66, with Washington as the central figure. Sketches of Washington appear on pages 93, 102, and 107—altogether four representations, not just two.

Throughout (chapter 3), Harlow refers to Washington's compatriots as "Comrades"—a key word in designating members of the Soviet Communist party.

The word "comrades," in relation to the men who fought under Washington, is used *twice* (page 71 and page 55). On the other hand, "Washington and his men" is used three times; and the following terms are used liberally throughout Chapter 3: Americans, Minute-men, farmers, sharpshooters, volunteers, patriots, men, soldiers, troops, army, frontiersmen, riflemen, forces. Thus, it is incorrect to say that "comrades" was used "throughout" the chapter.

The author cites a report of the Citizens Advisory Commission to the State Senate's Joint Interim Committee on the Public Education System as follows:

. . . It has been estimated that about 50 per cent of all textbooks published are not available to the State of California under state printing. It is safe to assume, then, that California stands only a 50-50 chance of getting the best textbook in any particular field.

The writer apparently is unaware that the State Board of Education last year changed its policy requiring all textbooks to be manufactured in the State Printing Office, and that thousands of privately printed textbooks already are in use in the schools.

A heading on another article reads: " 'God Bless America' Is Replaced by 'Shining Sickle' Song." The article states:

In a flagrant slap at patriotism, the curriculum committee of the state board eliminated no less than 34 patriotic songs in its new series which have long been a part of our national legacy.

The facts are that "God Bless America" is a copyright song and did not appear in the new or old music series cited by the author; and that "Swing the Shining Sickle" is an American harvest song written in 1897 which emphasizes Thanksgiving. It is not an "Iron Curtain ditty," as implied by the writer. Furthermore, neither the Curriculum Commission nor the State Board of Education deleted any patriotic songs from the state-adopted music textbooks.

The following quotation from the article titled "Seek to Destroy Individualism in Favor of 'Group,'" was taken from "The Teacher Helps Children to Build Values," written by Helen Heffernan and published in the May, 1955, issue of the *California Journal of Elementary Education*:

The curriculum of the elementary school is increasingly being built around broad areas of life experience rather than in terms of traditional subject matter fields.

This quotation is out of context. Subsequent sentences say:

Children learn as they develop needs and desires and endeavor to satisfy them through experiences. In the process, all of the subject matter fields are called upon and children come to see the relationship between history and geography, between man's problems of living together and science, between

man's experiences and the music, the art, and the literature these experiences have inspired. In all his experiences, the elementary school child sees the need of developing skill in reading, oral and written expression, and mathematics in order to further his purpose.

The second quotation in the article, from *Evaluating Pupil Progress*, a bulletin of the State Department of Education published in April, 1952, follows:

The goals of education are concerned directly with student attitudes. Because much of behavior is determined by the attitudes held, the logical first step in furthering certain school objectives should be to develop those attitudes in students which will result in the kinds of behavior desired.

In the revised 1960 edition of *Evaluating Pupil Progress*, this statement appears in slightly revised form, as follows:

The goals of education are concerned directly with student attitudes. Because much of behavior is determined by the attitude held, logically the first step in furthering certain school objectives should be to develop those attitudes in students that will result in the kinds of behavior desired.

The writer uses this quotation as proof that the schools are not teaching subjects such as history and civics, but instead are endeavoring to change pupils' attitudes by some devious means. Nothing could be further from the truth. However, it should be noted that wholesome attitudes are essential in any endeavor, and especially important in education. In his article, "Expose Tactics Used by Reds to Smear U. S. Ideals," the author emphasizes this importance of attitudes by the following statement:

What is being taught, however, is a complete de-emphasis of our American ideals—a de-emphasis of our traditions, of our moral standards, of our nationalistic code of ethics. What is happening is a softening-up process and the liquidation of our attitudes to create a defeatist state of mind.

Notice the importance the writer has attached to the "liquidation of our attitudes," yet he apparently objects to the schools placing any emphasis upon pupils' attitudes.

It should be noted that *Evaluating Pupil Progress* was published to make available to the schools information regarding the various means by which pupils' work in school might be appraised. Since subject matter tests are used by all schools, major consideration was given to the other means that might be used to secure complete appraisal of pupils' achievement in school.

I have dealt here with only a few of the objectionable parts of the series. It is a frustrating task to reply to criticism inspired by such misinformation, and it diverts staff time from more productive work. However, when a newspaper does such a disservice both to the public schools and the citizens of California, the charges cannot go unanswered.

It is my honest opinion that local school districts served by such news copy are in a strong position to identify their own programs in a truer light.

EDUCATION IN AN ERA OF UNCERTAINTY¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

Uncertainty, more than any other factor, characterizes our present world. It influences not only our nation, but our schools. It will be with us most—if not all—of our lives. Truly, we may say we live in an era of uncertainty.

More than 16 years have passed since I began addressing these annual meetings of school administrators. Reading back over those addresses focuses a strong light upon the work that has been accomplished by men and women like you who occupy such an important place in California's public schools' successful development.

The great interest in education during the more recent years by so many people—individuals, groups, associations, and legislative bodies, to name a few—is a demonstration of our real importance.

There have been, as in all human affairs, periods that might lead you to feel discouraged. This feeling of discouragement gives way when the record of accomplishments is viewed in true relationship to the entire program.

It is not my purpose tonight to review these areas in their entirety but to direct our thinking for these few minutes upon our most recent developments and to project our hopes and aspirations into the future.

PROTECTION AGAINST NUCLEAR FALLOUT

One of the most widely discussed problems at present is that of protection against nuclear fallout. It would seem that Russia's tests which have touched off an unprecedented wave of public interest in civil defense were well planned. In many parts of the country the reaction resembles a scare, but in sections best acquainted with fallout an atmosphere of calm predominates.

According to a *U. S. News & World Report* survey, this calmness prevails in the Nevada communities surrounding the United States' nuclear testing site as well as in St. George, Utah. St. George in 1953 recorded the highest fallout concentration ever measured over an American city.

Fallout protection is not a new subject for the State Department of Education. The Department has been working with the California Disaster Office for about a year, analyzing the problems of incorporating this protection in our schools. A recommendation for the establishment of a pilot program to build study shelters in various regions of California was turned down by the 1961 Legislature.

¹ An address to the Annual Conference of City, County, and District Superintendents of Schools held in San Francisco, California, December 4, 1961.

It is the present belief of the Department that shelters are incompatible with school buildings for several reasons. First, it is cheaper to build a good school and a good shelter as separate units. Second, a classroom designed as a shelter would provide a poor educational environment. Third, building codes would not allow the small exits essential in a shelter. Fourth, classroom-shelters would be too expensive to qualify for state-allocated school funds. Fifth, there is no specific legal authorization to spend school bond funds for shelters.

With respect to general policy, the state will permit the use of school property for shelters and will not penalize a school on state-aid formulas if the shelters are designed to serve as a shelter and are maintained only for that purpose. The State Department of Education will approve any school designed with or without fallout protection if it meets the minimum standards of good educational space.

I call your attention to two related developments. First, the New York Legislature recently approved a \$100 million school fallout shelter program. Public school districts or private schools individually will decide whether to construct the shelters. The state would then reimburse them at the rate of \$25 for each person for whom the shelter was intended, to a maximum of 50 per cent of the cost. Second, the Los Angeles County Board of Supervisors is considering the possibility of a \$404 million bond issue to construct shelters on school grounds.

In his recent keynote speech to the Council of Chief State School Officers, H. Thomas James of Stanford University took note of the interest in shelters and commented, "We have some responsibility for keeping the future generation pointed to some higher aspiration than a hole in the ground."

The Council subsequently recognized that in an age of potential nuclear conflict, preparedness assumes a more significant role. The deepening world crisis mandates the establishment and implementation of effective programs to protect students at all age and grade levels. Because of the highly technical nature of such programs, the Council expressed the belief that federal authorities should assume responsibility for defining, financing, and implementing a national civil defense program. I concur fully in this statement.

IRRESPONSIBLE CRITICISM

There are expressions in these critical times which create a lack of confidence not only in our schools, but in our churches, our government, and the other areas of American life.

It is upon these expressions that we must turn the bright light of inquiry if we expect to win our battle for freedom to live as Americans. All too often the attraction of the printed page, the glare of television, or the popular applause of an audience (sometimes coupled with a financial

gain) encourages irresponsible reporting, loose comments, or statements unsubstantiated by fact.

I believe in exercising the privileges of our American heritage. I disagree with those who abuse these privileges by destroying the opportunities in which they say they believe.

A national magazine recently published an article by a California educator casting doubts upon the patriotism of young Americans as well as upon the effectiveness of public schools in developing patriotic attitudes in our young people.

Specifically, the article suggests that there have disappeared from our schools and textbooks references to such phrases as: "Liberty and Union, Now and Forever, One and Inseparable", "We Have Met the Enemy and They Are Ours", and "Millions for Defense But Not One Cent for Tribute".

Contrary to the impression created by the author of the article, the first two statements are discussed in detail in the eighth grade state-adopted textbook. The third phrase is not normally found in textbooks used in elementary schools but is treated in detail in American history texts at the secondary level.

The author asks why the song "Columbia, The Gem of the Ocean" has been dropped from our music books. The fact is that "Columbia, The Gem of the Ocean" does appear in our music books and that it is just one of the numerous patriotic songs included in these books.

I call this article to your attention for several reasons. First, I want to refute the obviously unfounded statements that have received wide circulation. Second, the author impugned the integrity of this nation's young people and has shown himself unaware of the fine qualities of America's youth and of the potential that is there. Third, I believe that irresponsible statements of this nature should be exposed for what they are.

Similar charges—and many more—were contained in a series published recently by a Los Angeles newspaper. Since the series cast a shadow over all of our California education system, I would like to comment on it, too.

The articles were written without regard for logic; the author's conclusions were intertwined with quotations that seldom, if ever, had any bearing on the opinions expressed.

The first installment, titled "Expose Tactics Used by Reds to Smear U. S. Schools!", set a pattern employed throughout the series to make unsubstantiated statements appear to be based on fact. For example, the following is an expression of the author's opinion:

On any given day during the scholastic year, the school-age sons and daughters of California are slowly being molded into a faceless group of young nonentities who, in time, can be dangled like little puppets on the string of communism.

They are being molded into a collective force to eventually tip the scales in communism's relentless struggle to dominate the world. As J. Edgar Hoover noted in his report, "Communist Target—Youth":

"It has long been a basic tenet of Communist strategy to control for its own evil purposes, the explosive force which youth represents."

This statement by Mr. Hoover merely points out a Communist practice. It does not substantiate the author's statements.

In an installment titled "34 Patriotic Songs Deleted from California Textbooks", a headline reads "'God Bless America' Is Replaced by 'Shining Sickle' Song". First, "God Bless America" is a copyright song and never has appeared in the music series cited by the author. Second, "Swing the Shining Sickle" is an American harvest song in which Thanksgiving is emphasized—not an "Iron Curtain" tune as charged by the writer.

The author shows further ignorance of what actually is in our textbooks in an installment titled "State Board (of Education) Foists Distorted Books on California Teachers". He writes regarding an eleventh grade history textbook titled "The Story of America":

"In the entire 608 pages, the American Flag appears exactly twice—one in a black-and-white sketch showing the 13 stars of the 13 original states (page 12), and again in red, white, and black, hung between two men who are ripping it apart (page 152)."

In addition to the two instances cited by the writer, the American Flag is shown plainly in photographs and paintings on eight other pages. Thus, the Flag appears not twice, but ten times.

In criticizing this textbook, the author prefaced his remarks by the following statement:

It is worthy of note that California is only one of four states which practices the "single adoption" system. It is also worthy of note that the curriculum commissioners are appointed by the state superintendent of public instruction and therefore could very easily come under the influence of a single person.

The facts are California does not adopt high school textbooks; each school district is free to select for each subject the textbook appraised by the district as being best suited to meet the existing need. Each book must be purchased from a publisher who has a bond filed with the State Board of Education, ensuring the district's opportunity to buy the book at the lowest price it is made available to schools in any state. Furthermore, the State Board of Education—not the Superintendent—appoints Curriculum Commission members.

The writer apparently is unaware of changes made last year in the policy for adoption of textbooks by the State Board of Education. He cites a 1960 legislative advisory report in which it was estimated that California stood only a 50-50 chance of getting the best textbooks in any particular field because of the requirement that all textbooks must be manufactured in the State Printing Office. The truth is that this

requirement no longer is in existence and that privately printed textbooks already are in use in the schools.

The installment titled "Cal. Educational System Provides Easy Red Target," states that many of the State Department of Education's division heads are under civil service and beyond the reach of the State Superintendent of Public Instruction. Contrary to the writer's belief, none is under civil service. In addition, those employees of the State Department of Education who are under civil service are responsible to the Superintendent and may be dismissed if their performance on the job is less than satisfactory.

These are but a few of the erroneous statements contained in the series. I do not wish to spend further time on them tonight. But I want to make it clear that I believe the Communist cause is being served by those who create unwarranted suspicion among loyal Americans.

STRENGTHENING DEMOCRACY

While these two critics were busy tearing down our educational system, we were concerned with building it. We have been especially interested in the past months in strengthening our American heritage.

Commissioner of Education Sterling M. McMurrin advises us to so organize and administer our educational institutions that the best interests of every individual will be served. He says that this process, at the same time, will contribute to the fundamental quality of our culture and add genuine strength to our national character.

In the Commissioner's words: "American education seems destined to become a major testing ground for democracy, for it is a basic assumption of the democratic political ideal that there is a coincidence of what is good for the individual with what is good for society as a whole. It is the faith of a free democratic society that when the good of the individual is intelligently pursued, the well-being of the total social order is in some way enhanced."

It was Claude A. Buss of Stanford University who so aptly put it by saying that the school is democracy's investment in its own future. It is the place where the student will get the facts, controversial or unpalatable as they might be. He will learn to analyze propaganda and to use news reports and commentaries with discrimination and intelligence. The school must develop in students the ability and the mental habits, to distinguish between fact and fiction.

To cope with the uncertain years ahead, I believe California schools must provide students with not only a better appreciation of our democracy, but a truer knowledge of our enemy. For this reason, I have appointed an advisory committee to work out guidelines for strengthening democracy and teaching about communism. The committee, composed of leading educators from throughout California, held its first meeting in Sacramento on November 13, 1961.

Many school districts that would like to do a more adequate job of teaching the facts about communism lack necessary resources. It will be the chief task of the committee to develop suitable material for their guidance.

Some school administrators are wary of placing adequate emphasis on communism for fear uninformed critics will say that communism is being advocated. This is one of the perils our program will face, but we must take the risk.

I warned the committee that there were hazards ahead and admitted that there would be criticism no matter what kind of program was developed. However, I added that the temper of our people and the attitudes of patriotic organizations and of our legislators indicated that we could now enter this sensitive area.

The Rev. Stanley J. Parry, head of the Political Science Department at the University of Notre Dame, makes this observation: "An effective study and understanding of communism must begin with an awareness that the very nature of Communist ideas and organization is incommensurate with the classical Western way of life. Communism cannot be interpreted in terms and categories applicable to Western civilization and governments. It can only be set in antithesis to our way of life."

INFLUENCE OF NATIONAL DEFENSE EDUCATION ACT

Another area in which we are taking major steps vital to this country's security is influenced by the National Defense Education Act. This billion-dollar Act, approved by Congress in the post-Sputnik year of 1958, recently was extended for two years.

The Act does not concern itself with how much bigger our schools should be, or how they should be built, important though these matters are, but rather with finding and encouraging talent and with improving the ways and means of teaching and furthering knowledge. The Act recognizes that in a free society the individual is the first line of defense.

Progress has been especially dramatic in science, mathematics, and modern foreign language instruction. More than \$8 million in federal money already has been spent in California in these fields, and each dollar has been matched by our schools.

The NDEA support has bolstered such up-to-the-minute studies as identification of radiation-damaged tissues, experiments in the three basic types of radiation, and sampling air pollution.

We find in the field of mathematics, California leads the nation. Spurred by the sight of Sputnik, the state's high schools quickly volunteered to help test new mathematics programs. Later, when several programs were in trial use, California brought together the nation's top mathematicians so that a single program of reform could be approved. We were successful, and many reforms already are under way.

When one of these mathematicians, E. G. Begle, was persuaded to leave Yale University for California, we secured the services of the nation's top school mathematics reform leader and his project. Dr. Begle left the East because California is doing more to improve the mathematics program than any other state.

The Advisory Committee on Mathematics has been formulating methods of strengthening instruction in this field, and its report will be presented to the Curriculum Commission in March, 1962. The Advisory Committee is composed of college and university mathematics professors as well as public school educators responsible for mathematics instruction.

NDEA has speeded the revolution in teaching modern foreign languages. For example, instead of learning Spanish first by reading and writing, then by hearing and speaking, the sequence has been reversed. Now students are being taught Spanish much as they learn English. They first hear it; then speak it. Later, they read and write it. Key to the revolution is electronic equipment which allows an entire class to practice speaking at one time.

The increase in interest in modern foreign language is seen in the growing number of elementary schools offering it. However, teaching a third or fourth grader Spanish is largely wasted time if he doesn't have another class in it until the ninth grade. Most or all of the elementary school Spanish is forgotten. To solve this problem, the State Department of Education is planning foreign language programs which start in the third grade and continue on through high school. When these programs are effected, we will have matched the long-standing European standard of nine years of language instruction.

The NDEA influence is clearly shown in enrollment figures. For example, high school enrollments in foreign language classes rose 45 per cent in the past three years, while those in mathematics were up 44 per cent. Science outdid the others, however, with a 51 per cent jump in just one year.

CREDENTIALS REVISION

In the field of credentials, we are moving forward into the second phase of the revision program. Upon the recommendation of the State Central Coordinating Committee on Credential Revision, four resource committees have been appointed jointly by the President of the California Council on Teacher Education and myself to work through the second phase. These resource committees will deal with the standard teaching credential; the standard designated subjects teaching credential; the standard designated services credential; and the standard administration-supervision credential.

It is hoped that the work of these resource committees will be completed so that their recommendations can be submitted to the California

Council on Teacher Education for its study and review at its spring meeting scheduled in May.

The Ford Foundation has granted \$20,800 to assist in the payment of necessary travel expenses for members of the advisory committees. This grant fills a deficiency created by the Legislature's refusal to appropriate any funds with which to carry on the work of the second phase of credentials revision.

Meanwhile, work is proceeding on a recommendation for a new standard teaching credential in the junior colleges. We hope to present it to the State Board of Education in January or February. As you probably are aware, California has been without any operative junior college certification since September 15 as a result of action taken by the last Legislature.

LEGISLATIVE ACTIVITY

I would like now to review briefly other legislative activity at the federal level, as well as here in California.

We were disappointed that Congress recessed in September without enacting any general federal aid to education, although it did extend the current programs of federal assistance to federally-impacted areas and the National Defense Education Act.

Despite the defeat for general federal aid, intensive study is still being given to the problem by individual members of the Congress, the Administration, and nationwide professional groups. It is hoped that these efforts will result in a proposal around which greater congressional support can be generated during the next session of the Congress.

Toward this end, Congressman Cleveland Bailey of West Virginia, Chairman of the House Subcommittee on Education, proposed in October a new bill which would provide a federal grant of 2 per cent of what the states spend themselves from state and local funds; and an equalization grant for those states whose per capita income is below the national average.

The principles embodied in this new approach received substantial support from those attending the Chief State School Officers' meeting. Certainly it is a proposal which merits careful study by those who are searching for an acceptable general federal-aid-to-education formula.

On the state level, one of the most controversial acts to emerge from the 1961 Legislature was Assembly Bill 2564, which relates to courses of study in elementary and high schools.

This measure revises the required course of study for elementary schools through requiring English, and after July 1, 1965, foreign language study specifically, instead of language study; and requires the study of natural history or science. It deletes the requirement for training in healthful living, and the specification that civics shall include the Declaration of Independence and the U. S. Constitution.

For secondary schools, the law prescribes four years of English, including a basic course of reading, and four years of history, including American history, world history, history of Western civilizations, and one year of American government.

Another act that provoked debate was Assembly Bill 340. It requires the State Board of Education to establish a state-wide testing program covering systematic achievement and intelligence testing of all pupils in any or all grades. The Board is required to adopt rules governing the frequency and methods of administration of the program, and to certify an approved list of tests. The act also requires that school districts shall report results of the tests to the State Department of Education. At present, consultants are evaluating available commercial tests in the fields of reading, mathematics, and mechanics of English. Their final recommendations will be made on December 9, 1961. Two days later, recommendations as to suitable grade levels for testing and procedures for reporting will be made. The State Department of Education will combine these recommendations in formulating a proposal for the State Board of Education's consideration on January 11 and 12, 1962.

Identification of mentally gifted minors and authorization for school districts to furnish special educational programs for such students are provided for in Assembly Bill 362. It authorizes a reimbursement from the State School Fund for excess expense of the programs not to exceed \$40 per school year per participating pupil, up to 2 per cent of the total state-wide average daily attendance in grades one through twelve. This money is intended to defray the cost of identifying these pupils. Methods of identifying as well as teaching gifted students were approved in November by the State Board of Education.

The Board's regulation specifies that the gifted in kindergarten through the sixth grade be identified on the basis of an individual intelligence test, but it allows school districts until July 1, 1965, to implement this requirement in the fourth, fifth, and sixth grades. Either an individual or group test may be used in the higher grades. The regulation also provides that school authorities may use personal judgments to select up to 3 per cent of the total number of students enrolled in the program.

Unfortunately, the bill to aid the emotionally disturbed went down to defeat in the Assembly Ways and Means Committee. Numbered Senate Bill 616, this measure would have provided a similar program of identification and special training for emotionally disturbed pupils. Some of the reasons for its defeat may be attributed to misunderstanding of what the bill proposed to do.

In the field of educational television, Senate Bill 196 takes a long step toward bringing television into more prominent use in the educational picture. It allows a school district governing board and the county

superintendent of schools singly or jointly to purchase broadcasting time or to own, lease, and operate television transmitting facilities.

Former provisions for disposing of textbooks were repealed by Assembly Bill 2081, which authorizes the governing boards of school districts to dispose of obsolete or unusable books by sale to other states, the federal government, or to international civic or service clubs for distribution abroad. Henceforth, school districts cannot destroy obsolete and unusable books by burning or other means until they have notified the State Department of Education of their intent, and have waited 60 days for the Department to comply with all regulations. The State Superintendent of Public Instruction may dispose of surplus obsolete books in the state warehouse following the termination of the adoption period, provided that he has first followed the procedures outlined by law.

The most inclusive single bill on school finance in the 1961 session, Assembly Bill 1000, contained the recommendations of the State Department of Education. This was the school apportionment bill, and it contained the controversial county-wide plan for support. Had this bill been enacted in its original form, there would have been available approximately \$21 million with which to increase the elementary and secondary foundation programs, in addition to approximately \$920,000 which the Legislature finally made available for growth and special education apportionments. Many thought that with the elimination of the county-wide support plan and added state support, there was nothing left in Assembly Bill 1000. Actually, it produced several substantial achievements, including advances in driver training, special education, growth apportionments, junior college tuition fees for out-of-district adults, and modification of the so-called "Collier factor" tax.

The Legislature enacted Senate Bill 48, appropriating \$5 million to bolster junior college building programs. Greatest debate centered on the source of the money. It is to be obtained from county school service funds where balances had been carefully husbanded by the respective county superintendents of schools.

As we view all actions of the 1961 legislative session, it was not a fruitful year for education.

I believe that if we are to succeed in our legislative goals, there must be more co-operation among the various organizations representing special educational interests. With this in mind, I invited the leaders of seven professional educators' associations in California to a meeting last month in Sacramento. It was the opinion of this group that concerted support should be given to a program of school finance and that many of the recommendations should be channeled through the State Board of Education. Furthermore, the group felt that because the Board has publicly expressed concern about the over-all development of public education and a desire to participate in the formulation of a legislative program

on school finance, we have here the only direct channel to the Governor and the Legislature.

EDUCATIONAL GOALS

In closing, I would like to look momentarily into the future. Believing that our educational goals need clear definition, I have assigned to a committee composed of staff members in the State Department of Education the task of preparing a statement of educational goals in California for the decade ahead.

This task is not a simple one, since it must consider both a wide diversity of viewpoints, as well as numerous specific objectives for our educational system, and attempt to combine these in a statement that is readily understandable, philosophically sound, and consistent with the ideals that Americans hold dear.

The first draft of a proposed statement already has been reviewed by my professional staff and there have been many revisions. Out of all this discussion and deliberation we hope to develop a brief document that will set forth guidelines for California education during this vital period.

I opened this address with the statement that we live in an era of uncertainty. Let us make sure that this uncertainty does not deter us from our task of providing the best education possible in our California public schools.

The remaining months of my administration will be devoted to the same determined and enthusiastic energy that has brought us with your assistance to a high peak of true accomplishment for our country's growth.

CURRENT OPINION ON PUBLIC EDUCATION

Compiled by KENNETH I. PETTITT, Librarian,
Administrative-Legislative Reference Service, California State Library

The articles on current issues in education which have been included in the following list were selected on the basis of their appeal to the general public. The opinions expressed are not necessarily those to which the State Department of Education subscribes.

Publications not available locally may be borrowed through public or school libraries by inter-library loans from the California State Library.

BENEZET, LOUIS T. "The Trouble with Excellence," *Saturday Review*, XLIV (October 21, 1961), 44-45 +.

A concept of "excellence" in education that is based on a high Scholastic Aptitude Test score, a pattern of courses in prescribed subjects, attendance in a private school that specializes in such preparation, and admission to one of the "prestige" colleges, involves class overtones and is disquieting.

BORGENICHT, MIRIAM. "Teachers College: An Extinct Volcano?" *Harper's*, CCXXIII (July, 1961), 82-87.

The author states that although admissions policy at Teachers College, Columbia University, was mildly modified recently when a B average was made an entrance requirement, differences in colleges, and loopholes for "prior field experience" still allow great latitude. Dean Fischer commends high standards, but adheres to the tradition of never turning away anyone who wants help. "Isn't it a fact," he asks, "that for teaching certain groups, the fellow who just squeaked through a small Arkansas college may be just as good a bet as a *cum laude* from Amherst?"

BURNS, GERALD P. "Higher Education Today," *Current History*, XLI (July, 1961), 28-31 +.

"Whether a college is publicly supported or privately supported, ultimately its support comes from the people," notes this author, who believes that the American public has become genuinely interested in education, and that this kind of interest and action related to it is highly desirable.

CASS, JAMES. "Church, State, and School—1961," *Saturday Review*, XLIV (July 15, 1961), 50-51 +.

The author states that "historically, church-state relations in the United States have never, in practice, followed perfectly either the logic or the law on which they are based. Neither are they likely to do so in the future. But we would do well to review both principle and practice in the past and the direction of change in the future, to the end that national policy may serve both traditional values and contemporary justice for all Americans."

"The College Scene," *Harper's*, CCXXIII (October, 1961), 119-82.

This 64-page education supplement to the regular October issue of *Harper's* includes articles on the next 30 years in the colleges; sex, the problem that colleges evade; young Negro rebels; "eager" Swarthmore; wasted classrooms; college politics; Polish student life; new campus magazines; collegiate concepts of God; and what students at the University of Texas would be "willing to die for."

COOLEY, E. F. "Automated Teaching," *Computers and Automation*, X (July, 1961), 10-12.

The author, who directs methods research for the Prudential Insurance Company of America, claims that when students are anxious to learn, the presentation of certain subjects through well-planned texts in good teaching machines approximates private tutoring.

DIEKHoff, JOHN S. "Teacher Go Home!" *Saturday Review*, XLIV (July 15, 1961), 52-54.

The author states that one of the objectives of higher education is to produce graduates who can learn without a teacher. If graduates are to be self-educable, they must learn to educate themselves while they are undergraduates, and "a college may prepare them for life-long learning, if it can do it at all, by gradually freeing students from dependence on teachers."

HANDLIN, OSCAR. "Live Students and Dead Education: Why the High School Must Be Revived," *Atlantic*, CCVIII (September, 1961), 29-34.

The author states that the prevailing pattern of instruction in many high schools gives emphasis to drill and to the performance of exercises at the expense of understanding the content. He points out that teachers who assume that "the student, good, bad, or indifferent, must first learn to make bricks before he can be allowed to see the outlines of the building," lose sight of the fact that "the meaningless monotony of brickmaking destroys in all but a few any desire to see the building."

HAUBERG, C. A. "Secondary Education Today," *Current History*, XLI (July, 1961), 41-48.

Despite many critical books, conferences, and reports on secondary education, there still is confusion, lack of uniformity, and inequality of educational opportunity. The author claims that over-all planning by the federal government would cope with these problems, and that to expect success without such planning "would be like entering a race against jet planes with the original Kitty Hawk airplane."

HINES, CLARENCE. "Elementary Education Today," *Current History*, XLI (July, 1961), 32-40.

The progress which elementary education has made in the last century, and the status of elementary education in the better schools today are considered most encouraging by this author.

KELLER, CHARLES R. "Needed: Revolution in the Social Studies," *Saturday Review*, XLIV (September 16, 1961), 60-62.

"Teachers of the social studies who do not know their subjects as well as they should, depend excessively on textbooks. Such textbook learning leads to unimaginative, unenthusiastic, pedantic teaching. In too many current courses teachers have employed a cover-all rather than a selective approach. Teachers do not realize that some of the best teaching is done before a course ever begins, when the teacher decides what to include and what to omit. Essential for good teaching are the 'courage to exclude' and the 'imagination to include.'"

KRASH, OTTO. "The Permanent Teacher Shortage," *Current History*, XLI (August, 1961), 102-07.

"For many who believe that the great demand for teachers cannot be met because not enough individuals will enter teaching as a profession, the mere increased expenditure of funds is not likely to resolve all the problems of shortages in education."

LOGAN, EDGAR. "Divide the Load, Multiply the Learning," *Saturday Review*, XLIV (August 19, 1961), 42-43 +.

This article outlines the Rutgers Plan, a teaching device to alleviate the shortage of English teachers by cutting class size. The plan is expected to be used in some high schools in Detroit and Chicago in the following manner: "Each of the classes normally assigned to each teacher will be split into two sections, A and B, on any basis that the teacher prefers. Section A will meet with the regular English teacher on Monday and Wednesday, while Section B has 'free reading.' Section B will have its class discussion of books and papers on Tuesday and Thursday, while Section A has 'free reading.' On Friday both sections will report to the 'testing room' for a test on the self-correcting homework assigned for the week and for class discussion of items that give trouble. On this day the English teacher will be free to see students who need individual attention." It is proposed that college-trained housewives assist as "free reading" aides, not more than three hours a day, and at wage rates of two to three dollars an hour.

MCMURRIN, STERLING M. "A Crisis of Conscience," *Saturday Review*, XLIV (September 16, 1961), 58-59 +.

"In education we are facing a crisis of conscience and collectively we are experiencing a sense of national guilt. This consciousness of guilt grows out of the realization that we have failed to establish and maintain an educational program of the quality of which we are capable and which is now essential to the well-being of all our people."

MORRIS, JOE ALEX. "Can Our Children Learn Faster?" *Saturday Evening Post*, CCXXXIV (September 23, 1961), 17-24.

This article tells how the Whitby School in Connecticut teaches reading, writing, and arithmetic through the Montessori method, which has "great promise for the needs of today," although it has long been neglected in America.

"The Real Weakness in American Schools: An Interview with U.S. Commissioner of Education, Sterling M. McMurrin," *U.S. News and World Report*, LI (August 28, 1961), 58-60.

Dr. McMurrin's answer as to whose fault it is that teachers are not exacting the most from their pupils, is that it is "a fault of our whole society, in that our society has not treated education in a manner that would attract enough people of the highest capability into the teaching profession. And then our colleges and universities have not given them the very best kind of education."

WILSON, CHARLES H. "The Superintendent's Many Publics," *Saturday Review*, XLIV (October 21, 1961), 49-51.

"The roof has fallen on . . . men who presumed to speak with authority on what a school board was prepared to do. But ironically, both the teaching staff and the community look upon the superintendent as an authority. Both groups assume that he tells the board of education what course of action to pursue."

"Your Money's Worth in Schools," *Changing Times*, (September, 1961), 25-32.

"Study after study over the years shows that dollars do make a difference in schools. Communities that spend more give their youngsters higher-quality education, which in turn pays off in higher incomes and higher tax revenues. More education also means less unemployment, less juvenile delinquency, stronger inducement to business, better advancement opportunities for local citizens."

OFFICE MACHINES IN USE IN SECONDARY SCHOOLS OF CALIFORNIA

ROBERT K. EISSLER, *Regional Supervisor, Bureau of Business Education*

At the request of many California school districts, a mailed questionnaire survey was conducted by the Bureau of Business Education in April 1961, to secure certain information regarding both the types of office machines used and the policy for replacement of these machines in business education classes of junior high schools, four-year and senior high schools, and junior colleges. Of the 439 school districts which were sent the questionnaire, a total of 280, or 63.7 per cent, returned them. Table 1 shows the number and type of schools represented by the 280 responding school districts. These school districts represented 731 schools and colleges of which 406, or 55.5 per cent, were four-year and senior high schools.

TABLE 1
NUMBER OF SCHOOLS AND COLLEGES REPRESENTED
BY THE 280 RESPONDING SCHOOL DISTRICTS

Type of school	Number of schools	Per cent of total responses
Junior high schools-----	280	38.3
4-year and senior high schools-----	406	55.5
Junior colleges-----	45	6.2
Totals-----	731	100.0

From a list of ten kinds of machines most commonly used in business offices today, administrators of the school districts were asked to report how many of each of the machines listed were used in business education classrooms.

Table 2 shows the number and type of typewriters used in 731 schools and colleges in 280 school districts.

All of the responding school districts used manual typewriters either in typewriting or in office practice classes. A total of 249 school districts used electric typewriters in the office machines and typewriting instructional program, and 17 school districts used portable typewriters. Of the 47,266 typewriters used, only 2,634, or 5.6 per cent, were electric.

TABLE 2
NUMBER AND TYPE OF TYPEWRITERS USED IN 280 SCHOOL DISTRICTS IN BUSINESS EDUCATION PROGRAMS

Type of typewriter	Number of districts	Number of typewriters	Per cent of total typewriters used
Manual.....	280	44,537	94.2
Electric.....	249	2,634	5.6
Portable.....	17	95	.2
Total.....		47,266	100.0

Tables 3, 4, and 5 show the type of office machines (rotary calculators, key driven calculators, ten-key adding machines, full keyboard

TABLE 3
NUMBER AND TYPE OF CALCULATORS USED IN 280 SCHOOL DISTRICTS IN BUSINESS EDUCATION PROGRAMS

Type of calculator	Number of districts	Number of calculators used
Rotary.....	211	2,051
Key driven.....	167	1,771
Total.....		3,822

TABLE 4
NUMBER AND TYPE OF ADDING MACHINES USED IN 280 SCHOOL DISTRICTS IN BUSINESS EDUCATION PROGRAMS

Type of adding machine	Number of districts	Number of adding machines used
Ten-key.....	209	1,697
Full keyboard.....	196	941
Total.....		2,638

adding machines, fluid duplicators, and stencil duplicators) used in the business education programs.

TABLE 5

NUMBER AND TYPE OF DUPLICATORS USED IN 280 SCHOOL DISTRICTS IN BUSINESS EDUCATION PROGRAMS

Type of duplicator	Number of districts	Number of duplicators used
Fluid-----	235	554
Stencil-----	233	547
Total-----		1,101

Space was not provided on the questionnaire for the respondents to indicate the extent of instruction on each machine listed in the preceding tables.

Table 6 shows the machine replacement policy practiced by 280 school districts in the business education program. In regard to the policy of office machine replacement used in business education programs, most of the school districts indicated that this was done either "as needed" or that they had no policy.

TABLE 6

OFFICE MACHINE REPLACEMENT POLICY PRACTICED BY 280 SCHOOL DISTRICTS IN BUSINESS EDUCATION PROGRAMS

Type of office machine	Replacement policy			
	As needed or no policy	0-4 Yrs.	5-10 Yrs.	11-20 Yrs.
Typewriters, electric-----	173	26	81	0
Typewriters, manual-----	74	50	154	2
Rotary calculators-----	228	2	42	8
Key driven calculators-----	232	1	39	8
Ten-key adding machines-----	228	1	42	9
Full keyboard adding machines	227	2	43	8

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

APPOINTMENTS TO STAFF

EMIL O. TOEWS was appointed Chief of the Bureau of Junior College Education, Division of Higher Education, December 1, 1961. Dr. Toews has been a Consultant in Junior College Education since August, 1959, first with the Bureau of National Defense Education Act Administration, and from November, 1960, with the Bureau of Junior College Education. He received his bachelor of arts degree from the University of California, Los Angeles, in 1931; his master of arts degree from the University of Southern California in 1932; and his doctor of education degree from the University of California, Los Angeles, in 1954.

Dr. Toews was Director of the Vocational Division of Santa Monica City College from 1946 to 1959; and Principal of Santa Monica Technical School from 1943 to 1946. He also served as Chief of the Vocational-Technical Education Section, Office of Military Government for the U.S. Zone in Germany, 1946 to 1948; participated in an International Workshop in Teacher Education in Germany in 1949; and helped establish Germany's first national council for the promotion of vocational education in 1951.

GORDON M. HAYES was appointed Consultant in Education of the Deaf and Hard of Hearing, Bureau of Special Education, November 1, 1961. Mr. Hayes comes from the Oakland City Unified School District where he has been teaching deaf children in the day classes, one year at the senior high school level and three years at the elementary school level. Prior to this he taught two years in the Oregon State School for the Deaf in Salem.

Mr. Hayes received his training to teach the deaf at the Clarke School for the Deaf, Northampton, Massachusetts. He also spent two years at the Perkins School for the Blind, Watertown, Massachusetts, where he completed his training to teach the blind. Mr. Hayes holds a bachelor of arts degree from Boston University, and a master of science degree in education from the University of Massachusetts, Amherst, Massachusetts.

WILHO J. MARTIN was appointed Field Representative, Bureau of School Planning, Division of Public School Administration, November 27, 1961. Mr. Martin has served with the Department from February, 1960 to July, 1961, in the same position with the Division of State Colleges and Teacher Education. His experience includes teaching in schools in Proctor, Minnesota, and in El Camino, California; service as a business manager for El Segundo Unified School District, 1951 to 1957; and for the Claremont Unified School District in 1957. He received his bachelor's degree from the University of Minnesota, and his master's degree from the University of Southern California.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held at El Camino College, November 9 and 10, 1961.

Approval of Appointments to State Curriculum Commission

The Board appointed Samuel C. McCulloch, Dean, San Francisco State College, and Laura Henry Doyle, mathematics teacher, Menlo-Atherton High School, as members of the State Curriculum Commission (vice Tennessee Kent, San Francisco, and Mrs. Gertrude R. Goodrich, Sacramento), for terms ending August 29, 1965.

Resolution Relating to Pledge of Allegiance to the Flag

The Board adopted the following resolution relating to the pledge of allegiance to the Flag of the United States:

Be it resolved, That the attention of the governing board of each school district be called to Section 73.5, Title 5, California Administrative Code, as amended by the State Board of Education in February, 1959, requiring a daily pledge of allegiance to the Flag of the United States in each public school, conducted in accordance with regulations adopted by each governing board.

Approval of Changes in School District Organization

In accordance with the provisions of Chapter 7 of Division 5 of the Education Code (Section 2557), the Board approved the following proposal regarding a change in school district organization:

A request for permission to hold an election to form a junior college district in Merced County—A proposal by the governing boards of Le Grand and Merced union high school districts that an election be held to determine whether the voters in these districts wish to form a junior college district.

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Section 3152), the Board approved the following proposal regarding a change in school district organization:

Formation of a union school district in Butte County—A proposal by the Butte County Committee on School District Organization that an election be held to determine whether the voters in the area comprising the Big Bar, Cherokee, Concow, Las Plumas, and Messilla Valley elementary school districts wish to form a union school district.

In accordance with the provisions of Chapter 9, Division 5 of the Education Code (Section 3151), the Board approved the following proposal regarding a change in school district organization:

Formation of a unified school district in Mendocino County—A proposal by the Mendocino County Committee on School District Organization that an election be held to determine whether the voters in the Round Valley Union High School District wish to form a unified school district.

Changes in Rules and Regulations

The Board, acting under the authority of Education Code Sections 152 and 6432, added Article 23 (Sections 199.10-199.13) to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to special educational programs for mentally gifted minors, to read as follows (effective December 15, 1961):

ARTICLE 23. SPECIAL EDUCATIONAL PROGRAMS FOR MENTALLY GIFTED MINORS

199.10. General Provisions. (a) This article applies only to special educational programs for mentally gifted minors described in and for which reimbursement for excess costs are claimed under Article 14 (commencing with Section 6421) of Chapter 6 of Division 6 of the Education Code.

(b) The terms used herein have the same meaning as in that article.

199.11. Identification of Mentally Gifted Minors. (a) The responsibility for the identification of pupils as mentally gifted minors shall rest with the administrative head of the school district or an employee of the district designated by him. Such identification shall be based upon a study of all available evidence as to a pupil's general intellectual capacity made by a committee consisting of the school principal, a classroom teacher who is familiar with the school work of the pupil, a school psychologist or other pupil personnel worker who is fully qualified to administer and interpret tests of mental ability, and any other person or persons designated by the district employee responsible for making the identification.

(b) Among the items of evidence available concerning the general intellectual capacity of each pupil for whom an excess cost reimbursement is claimed under the provisions of Education Code Section 6425 shall be one of the following:

(1) A score on an individual intelligence test, such as the *Revised Stanford-Binet Scale, Form L-M*, representing an intelligence quotient of 130 or above, administered by a person credentialed for this purpose by the State Board of Education.

(2) A score at or above the 98th percentile on a group test of mental ability and a score at or above the 98th percentile on a standardized test of reading achievement or arithmetic achievement, each test having been administered within a period of no more than 36 months of the date of identification. Beginning July 1, 1963, the tests used for this purpose must be chosen from a list of tests approved by the State Board of Education under the provisions of Education Code Section 12821.

(3) The judgments of teachers, psychologists, and school administrators and supervisors who are familiar with the demonstrated ability of the minors provided that not more than three (3) per cent of the pupils for whom an excess cost reimbursement is claimed shall be identified on such judgments alone.

(c) The evidence described in paragraph (b) (1) above shall be required for all gifted minors enrolled in kindergarten and in grades 1 through 3. Beginning July 1, 1965, such evidence shall be required for all gifted minors enrolled in grades 4 through 6 except those who may be identified under paragraph (b) (3) above.

199.12. Minimum Standards for Programs for Mentally Gifted Minors. Programs provided for mentally gifted minors shall meet the following standards:

(a) A pupil placed in the program shall be identified in accordance with the provisions of Section 199.11, and shall be assigned to a program suited to his abilities and needs as determined by the committee described in Section 199.11.

(b) Individual case study records shall be maintained for all pupils placed in the program.

(c) Consent of a parent, guardian, or other person having actual custody and control of said minor shall be a prerequisite to participation in the program.

(d) A written plan for the program shall be available for public inspection on the same basis as in the district course of study. The written plan shall describe:

(1) The purposes of the program including the general goals which pupils are expected to achieve.

(2) The special activities to be carried on as a part of the program.

- (3) The special facilities and special materials to be used in connection with the program.
- (4) The methods to be used in evaluating the success of the program.
- (e) Programs shall be one or more of the following types:
- (1) Programs in which pupils remain in their regular classrooms but participate in additional educational activities planned to suit their special abilities and interests, use advanced materials, and/or receive special help, directly or indirectly, through persons other than the regular classroom teacher.
 - (2) Programs in which pupils are provided with instruction by the school of attendance either through correspondence courses specified in Education Code Section 8301 and Section 101 of this Title or by special tutoring.
 - (3) Programs in which pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advanced work.
 - (4) Programs in which high school pupils for a part of the day attend classes conducted by a college or junior college.
 - (5) Programs in which pupils participate regularly on a planned basis in a special counseling or instructional activity carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom.
 - (6) Programs in which special classes are organized to provide advanced or enriched work for pupils with superior mental ability during the regular school year or during a summer session. Such special classes may be in single subjects or may include more than one subject. They may be scheduled for a part or all of a school day.

199.13. *Approval of Programs.* (a) Programs for mentally gifted minors must be approved by the State Superintendent of Public Instruction. For any of the six types of programs specified in subsection (e) of Section 199.12, such approval will be given when the application for an apportionment under Education Code Section 6426 includes a certification by the chief administrative officer of the district that the program has been conducted in accordance with the provisions of Article 14, Chapter 6, Division 6, of the Education Code and that it has met the standards set forth in Section 199.12 above.

(b) When a school district desires to provide a program for mentally gifted minors which does not fall into one of the types listed in subsection (e) of Section 199.12, an application for approval of the program shall be filed with the State Superintendent of Public Instruction at least 90 days prior to the opening date of the semester or the summer session during which the program will be given. The application shall include the information listed in (d) of Section 199.12 above.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

Name	Date of birth	Revocation effective	By authority of Education Code Section
Castren, David Charles	12-14-29	October 9, 1961	13205
Hood, Douglas Wayne	12-18-29	October 25, 1961	13205
Kelley, Talbert Waldo	5-13-19	November 9, 1961	13207
Merritt, Richard Lee	5-5-24	November 9, 1961	13207
Parker, Richard Gibson	6-1-22	November 9, 1961	13202
Prickett, Edward Earl	4-5-14	November 9, 1961	13207

Suspension of Credentials for Public School Service

In accordance with the provisions of Education Code Section 13207, the Board ordered the suspension of each credential, life diploma, or other certification document heretofore issued to Merle James Honaker (birth date 10-4-14), because of his conviction of a sex offense as the

term is defined in Education Code Section 12912, and such conviction not having become final nor imposition of sentence suspended.

LEGAL PROVISIONS FOR IMMUNIZATION AGAINST POLIO

The poliomyelitis immunization law passed by the 1961 State Legislature (Chapter 837, Statutes of 1961), added Chapter 7 to the Health and Safety Code, which reads as follows:

CHAPTER 7. IMMUNIZATION AGAINST POLIOMYELITIS

3380. No minor or adult shall be admitted to any public or private elementary or secondary school as a pupil unless such person has, prior to admission, been immunized against poliomyelitis in the manner and with immunizing agents approved by the State Department of Public Health.

3381. Such immunization shall be evidenced by a written record made on a form prescribed by the department. A copy of the record shall be given to the parent or guardian of the child, or if the person receiving immunization is an adult, the copy shall be given to him.

3382. The county health officer of each county shall organize and have in operation by January 1, 1962, an immunization program so that immunization is made available to all persons required by this chapter to be immunized. He shall also determine how the cost of such a program is to be recovered. To the extent that the cost to the county is in excess of that sum recovered from persons immunized, funds made available by the school districts may be used to pay the cost of the immunization of any persons seeking admission to the public schools. The remainder of the cost shall be paid by the county in the same manner as other expenses of the county are paid.

Immunization performed by a private physician shall be acceptable for admission to school if the immunization is performed and records are made in accordance with rules established by the State Department of Public Health.

3383. The governing board of each school district and the governing authority of each private school shall co-operate with the county health officer in carrying out the program for immunization of persons applying for admission to any school under its jurisdiction. The governing board of any school district may use any funds, property, and personnel of the district for that purpose. The governing board of any school district and the governing authority of any private school may permit any person licensed as a physician and surgeon to administer immunization agents to the children and adults seeking admission to any school under its jurisdiction.

3384. Immunization of a person shall not be required for admission to a public or private elementary or secondary school if the parent or guardian (in the case of a minor), or the person seeking admission (if an adult), files with the governing board of the school district or the governing authority of the private school, as the case may be, a letter stating that such immunization is contrary to his or her beliefs. However, whenever there is good cause to believe that a person is suffering from poliomyelitis, the person may be temporarily excluded from the school until the governing board of the school district or the governing authority of the private school is satisfied that the disease does not exist.

3385. If the parent or guardian (in the case of a minor) or the person seeking admission (if an adult) files with the governing board of the school district or the governing authority of the private school a written statement by a licensed physician to the effect that the physical condition of the child or adult is such, or medical circumstances relating to the child or adult are such that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances which contraindicate immunization, such person shall be exempt from the requirements of this chapter to the extent indicated by the physician's statement.

3386. The department shall adopt and enforce all rules and regulations necessary to carry out the provisions of this chapter.

REGULATIONS ADOPTED BY STATE BOARD OF PUBLIC HEALTH

The State Board of Public Health, at its December 8, 1961 meeting, implemented the poliomyelitis immunization law by adding the following regulations to the California Administrative Code, Title 17, Public Health.

Article 1. Definitions

6000. General. Immunizing agents and immunization procedures acceptable for the purpose of this law shall be approved by the State Department of Public Health.

6005. Pupil. Pupil means an individual of any age admitted to public or private elementary or secondary schools, including kindergarten, junior colleges and adult education classes.

6010. Admission. Admisison means the first enrollment of the pupil into a school in the school year.

Article 2. Immunizing Agents

6015. Immunizing Agent. Immunizing agent means any currently approved commercially produced vaccine licensed by the Division of Biologics Standards, United States Public Health Service, for immunization against poliomyelitis Types I, II and III. Combined vaccines containing other immunizing agents together with all three types of poliomyelitis vaccine, such as commercially available quadruple vaccines, are acceptable if these have been approved and licensed for general use by the Division of Biologics Standards.

Article 3. Immunization Procedures and Admission to School

6020. Salk-type Vaccines. For Salk-type vaccines, immunization shall consist of a total of three inoculations at any interval except that the interval between the first and the second and between the second and the third inoculation shall not be less than two weeks.

A pupil may be admitted upon presenting evidence of having received at least one inoculation of Salk-type vaccine. In such instances evidence must be presented within a period of not more than one year that a series of three inoculations has been completed.

6025. Oral Vaccine. Oral vaccine is not acceptable and does not qualify a pupil for admission unless all three types of live attenuated poliomyelitis virus, licensed by the Division of Biologics Standards, have been administered.

If a pupil has participated in an oral vaccine field trial program and can present evidence of having received all three types of oral vaccine he shall qualify for admission.

Article 4. Records as Evidence of Immunization

6030. Minimum Information Required. The evidence for immunization shall be a written record given to the pupil or to his parent or guardian by the physician or the agency performing the immunization and shall contain the following information as a minimum: the name of the child or adult; the birth date; the date of each immunization procedure; the type of vaccine used (Salk or all three types of oral vaccine); the name of the agency or of the physician administering the vaccine. This record shall be shown to the school authorities at time of admission.

In the event that such written record cannot be obtained parents or guardians of minor pupils or an adult for himself may in lieu thereof state in writing that such immunization has been performed.

6035. Evidence of Immunization Supplied by Parent or Guardian. As an exception to the above required records, for pupils who have received immunization prior to January 1, 1962, a written statement by the parent or guardian or by an adult for himself giving the approximate dates when such immunization was received shall be shown to the school authorities. A statement by a physician or by an agency having administered the immunization is not required for this purpose.

AMERICAN LEGION HANDBOOK ON EDUCATIONAL OPPORTUNITIES

The American Legion Education and Scholarship Program has published the eleventh edition (revised fall, 1961), of its handbook, *Need a Lift?* as a part of its services in assisting young people to further their education. The 84-page handbook contains information regarding career opportunities and scholarships for students who need a financial lift to continue their education beyond high school, and serves as a guide for parents and teachers in planning careers for students.

Copies of the handbook are available at 15 cents each, postage included, from the American Legion Education and Scholarship Program, P.O. Box 1055, Indianapolis 6, Indiana.

FIRE PREVENTION AND SAFETY TEACHING MANUAL AVAILABLE TO ELEMENTARY SCHOOLS

Fire Prevention and Safety, a 36-page teaching manual, has been published as a public service to be used independently or in conjunction with the Junior Fire Marshal program in elementary schools. Prepared by the editors of *Grade Teacher* for the Hartford Insurance Group, the manual has been commended by the International Association of Fire Chiefs for its presentation of study units related to fire prevention and safety. Resource materials that can be integrated with social studies and with health and safety courses include units on the history of fire fighting and fire prevention, the chemistry of fire, a junior fire marshal's home report, and the words and music of the "Junior Fire Marshal Song." Copies of the manual are available from the Hartford Fire Insurance Company, Hartford 15, Connecticut, or from local agents of the company.

JUNIOR GI BILL

The objective of the Junior GI Bill (Title 38, U.S. Code, Chapter 35) is to provide educational opportunities for approximately 160,000 children of veterans who died in or as a result of service in the armed forces of the United States. Benefits that are available include a maximum of 36 months of training and education in approved public or private colleges, vocational and business schools, and other educational institutions, with payments of \$110 per month upon completion of each month of full-time training, \$80 for three-quarter time, and \$50 for half time. The law also provides for special restorative training or training to improve an individual's ability with respect to physical or mental functions in which a student is handicapped and which are essential to the normal pursuit of education. Details about eligibility and further information about benefits provided through the Junior GI Bill may be obtained

from high school counselors or from the Education and Scholarship Chairman of the American Legion Post or American Legion Auxiliary Unit in each community.

GOLDEN ANNIVERSARY OBSERVANCE OF THE GIRL SCOUTS OF THE UNITED STATES OF AMERICA

March 12, 1962 will mark the fiftieth anniversary of the founding of the Girl Scouts of the United States of America, and Girl Scout Week will be observed March 11 through 17. As 3,500,000 Americans and 49 foreign countries join in recognition of the good citizenship which is a tradition among Girl Scouts, schools throughout the nation will honor their golden anniversary with assemblies and other observances.

The Girl Scouts will celebrate this anniversary by participating in service projects in their communities in gratitude for public support and recognition of their activities. School administrators, principals, and teachers can assist in this celebration by co-operating with Girl Scout Council representatives in determining community needs for "Youth Serves Youth" projects.

"Golden Blossoms" is another fiftieth anniversary project in which Girl Scouts will seek to beautify their communities by planting yellow flowers in school yards, hospital, church, and synagogue grounds, and in town or city squares.

March 11, 1962 will be the Golden Day of Rededication, when Girl Scouts will participate in ceremonies reaffirming the spiritual and ethical values expressed in their Promise and Laws, and symbolizing the anniversary theme, "Honor the Past—Serve the Future."

HELEN HEFFERNAN SCHOLARSHIP, 1962

The California Association for Supervision and Curriculum Development has announced the Helen Heffernan Scholarship for 1962. The scholarship, which honors Helen Heffernan, Chief of the Bureau of Elementary Education, California State Department of Education, is awarded each year for the purpose of recruiting qualified people into the field of supervision and curriculum development, and to encourage members of the profession to engage in graduate study.

The scholarship for 1962 consists of a gift of \$1,000, which may be supplemented by a loan of \$1,000, interest free. Applicants, who must devote one year to graduate study and subsequently seek employment in the field of supervision, are required to have a regular California teaching credential, and approximately five years of teaching experience. Applications must be filed by March 15, 1962. Application forms may be secured from Mrs. Mary S. Reed, Chairman, Helen Heffernan Scholarship Committee; Curriculum Co-ordinator, Fullerton Elementary School District, 1401 West Valencia Drive, Fullerton, California.

Professional Literature

PUBLICATIONS RECEIVED

- BROUDY, HARRY S. *Paradox and Promise: Essays on American Life and Education.* Englewood, N.J.: Prentice-Hall, Inc., 1961. Pp. xii + 178. \$1.95.
- Curriculum Centers and Library Resources for Curriculum Workers in New York City.* Curriculum Research Report, Bureau of Curriculum Research. New York 19, N.Y.: Curriculum Center, Board of Education of the City of New York, 1961. Pp. 60. \$0.50.*
- Education of the Severely Retarded Child: Classroom Programs.* Prepared by HAROLD M. WILLIAMS. OE-35022, Bulletin, 1961, No. 20, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 82. \$0.45.**
- FLETCHER, LEON C. *Instructional Television Review, 1959-1961.* Educational Television Research Association. Menlo Park, California: Pacific Coast Publishers, 1961. Pp. 80.
- A Handbook of Developmental Reading.* South Penn School Study Council, Educational Service Bureau, School of Education, University of Pennsylvania. Danville, Illinois: Interstate Printers and Publishers, Inc., 1961. Pp. x + 174. \$3.50.
- HUTCHINS, CLAYTON D.; MUNSE, ALBERT R.; and BOOHER, EDNA D. *Federal Funds for Education, 1958-59 and 1959-60.* OE-10009, Bulletin 1961, No. 14, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. xvi + 248. \$1.00.**
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- MICHELMAN, C. A. *Opportunities in Technical Occupations.* Series B-Bulletin No. 178. Springfield, Illinois: Board of Vocational Education, Vocational Education Division, State of Illinois, 1961. Pp. 36.
- The National School Lunch Program: Fifteen Years of Progress, 1947-1961.* Washington 25, D.C.: U.S. Department of Agriculture, 1961. Pp. 20.**
- Placement Services for Personnel in Higher Education.* Prepared by LANORA G. LEWIS. OE-53013, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 38. \$0.30.**
- A Program for Basic Research in the Physical Sciences.* New York 20, N.Y.: Alfred P. Sloan Foundation, 1960. Pp. viii + 44.
- ROE, WILLIAM H. *School Business Management.* New York 36. McGraw-Hill Book Co., Inc., 1961. Pp. xii + 306. \$7.95.
- Teaching Handwriting,* Curriculum Bulletin, 1960-61 Series, No. 3. Brooklyn 1, New York: Board of Education of the City of New York, 1961. Pp. vi + 42. \$1.00.

* May be purchased from the Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn 1, New York.

** For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

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